



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

**Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019**  
**Cohorts 6 - 8- Transformation Model**

**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

<b>School Corporation/ Eligible Entity</b>	Muncie Community Schools	<b>Corp #</b>	1970
<b>School</b>	Muncie Community School	<b>School #</b>	1437
<b>Superintendent Name</b>	Mr. Steve Edwards, Emergency Manager	<b>Email</b>	sedwards@muncieschools.org
<b>Title I Administrator Name</b>	Dr. Dea Young	<b>Email</b>	dyoung@muncieschools.org
<b>Principal</b>	Mrs. Kelli Turner	<b>Email</b>	kturner@muncieschools.org
<b>Telephone</b>	(765) 747-5320	<b>Fax</b>	(765) 747-5325
<b>SY 2018-2019 Allocation</b>	\$277,150		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 7, 2018</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 7, 2018</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 7 – August 2018</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 7, 2018</b>
<b>SY 17-18 Artifact Due</b>	Outcome Artifact from SY 17-18 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2018</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
<b>Federal Agency:</b>	U.S. Department of Education
<b>Pass Through Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
<b>Grant Award Number:</b>	S377A00180015A

**Instructions:** Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Kelli Turner	Principal
Phil Seale	Assistant Principal
Don Cowper	Assistant Principal
Anna Spencer	Instructional Coach
Alan Bradley	Teacher
Lisa Rose	Counselor
Liz Green	Teacher
Monica Clark	Teacher
Pam Dragoo	Teacher
Tammy Greenwell	Teacher
Tamra Cargile	Teacher and MTA (union) Building Representative
Taryn McKnight	Teacher
Cassandra Shipp	Director of Secondary Education
Dea Young	Director of Elementary Education and Title I Supervisor



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**Part 3: LEA and School Assurances**

**Instructions:** Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

**The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.



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**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a d
Title I Administrator Signature:		Date:	Click here to enter a d
Principal Signature		Date:	Click here to enter a d



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**Part 4: Achievement and Leading Indicators SY 17-18**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	29.5%	29.5%	29.5%	26.5%	26.5%	31%		36%		41%	
Percent of students proficient on ISTEP (ELA) (3-8)	42.0%	42.0%	42%	37%	37%	42%		47%		52%	
Percent of students proficient on ISTEP (Math) (3-8)	40.9%	40.9%	40.9%	35.3%	35.3%	40%		45%		50%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	N/A	N/A		N/A		N/A		N/A		N/A	
Leading Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600	75,600	75,600		75,600	
2. Number of daily minutes of math instruction	45	45	45	45	45	45	45	45		45	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90		90	

4. Student attendance rate (must be % between 0 and 100)	95	95	95	95	95	95.7		96.2		96.7	
Leading Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	80	80	190	75	131	70	180	65		60	
6. Expanded Learning Time (total number of hours offered)	0	0	0	0	0	40	57				
7. Number of discipline referrals	5199	5199	5199	5323	5323	5056	4486	4803		4563	
8. Discipline incidents – number of suspensions and/or expulsion	SUS-- 782 EXP-- 2	SUS-- 782 EXP-- 2	SUS-- 782 EXP-- 2	SUS-- 572 EXP-- 1	SUS-- 572 EXP-- 1	SUS-- 500 EXP-- 1	SUS-- 568 EXP-- 5	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	HE: 17 E: 27 IMP: 5 IN: 0	HE: 17 E: 27 IMP: 5 IN: 0	HE: 17 E: 27 IMP: 5 IN: 0	HE: 20 E: 29 IMP: 0 IN: 0	HE: 20 E: 29 IMP: 0 IN: 0	HE: 20 E: 26 IMP: 0 IN: 0		HE: 20 E: 26 IMP: 0 IN: 0		HE: 20 E: 26 IMP: 0 IN: 0	
10. Teacher attendance rate (must be a % between 0 and 100)	89	89	89%	95	91%	95	93	95		95	
11. Teacher retention rate (must be a % between 0 and 100)	69	69	69	91	91	90		90		90	



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**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Support and guidance from Equitable Education Solutions</li> <li>• Support from teacher leaders at the building level</li> <li>• STEM implementation team has started planning – Schools visits are scheduled</li> <li>• Teachers increasing capacity within core instruction by completing k12boost modules on topics they select for personal growth</li> <li>• Makerspace planning has started and will be ready for students to access during summer school</li> <li>• Extended Learning Day and Summer School logistics are completed</li> <li>• All teachers in core content areas are licensed to teach their subject matter</li> <li>• Brad Balch has been assigned as an external evaluator and has provided feedback regarding progress at SMS</li> <li>• Terry McDaniel has provided support as a principal mentor and supports growth for the principal</li> </ul>	<p><b>Areas of Improvement:</b></p> <ul style="list-style-type: none"> <li>• Increase student engagement</li> <li>• Raise expectation levels for middle learners and be more standards driven</li> <li>• Utilize data to identify different student needs and respond on an individual basis</li> <li>• Increase the opportunities to shift cognitive demand from teacher towards student</li> <li>• Provide more opportunities for students to have choice within the classroom environment</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• STEM implementation and interdisciplinary units of study</li> <li>• Teachers increase capacity through presenting Action Research and learning from colleagues</li> <li>• Connecting with local STEM related businesses who would want to partner with middle school students as they start to think about Graduation Pathway for high school</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• Relationship between central office and union due the uncertainty that revolves around the situation in Muncie</li> <li>• The coaching positions for math and ELA could not be hired due to late notice of the grant</li> </ul>

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| <ul style="list-style-type: none"><li>• STEM enrichment or remediation activities for students that take advantage of the extended learning day and summer school opportunities</li><li>• Teachers are working on proficiency scales, tiered assessments and units in math and ELA to ensure a viable curriculum</li></ul> |  |
|--|--|

**Projected Outcomes for SY 18-19**

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| <ul style="list-style-type: none"><li>• Math and English/Language Arts teachers will identify priority standards, create proficiency scales and assessments.</li><li>• Teachers will increase their capacity through collaboration with the math and English instructional coach that will be hired</li><li>• STEM integrated units for each grade level will be created and implemented</li><li>• Instructional coaching framework will be created for math and English coach</li></ul> |
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**Part 6: SIG Implementation SY 2018-2019**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
IN Conditions – Principal Effectiveness	LEA Administration: Continue to support and monitor the principal's ability to lead the transformation at SMS.	Multiple Quarters	\$0	The district has a process for formal administrator evaluation, as well as program and fiscal monitoring throughout the year.
IN Conditions – Principal Mentor	Principal: Continue with a principal mentor who will meet onsite 4 times throughout the year to provide guidance, support, and act as a critical friend for the principal and SMS leadership.	Multiple Quarters	4 days @ \$1,500/day = \$6,000	The principal will keep a reflection log based on meetings with Dr. McDaniel.
IN Conditions – Principal Flexibility	Principal: The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.	Multiple Quarters	\$0	Policies and procedures for SMS will reflect the flexibility and autonomy of the principal to make site-based decisions.
IN Conditions – LEA Support	Principal, Teacher Leadership Team, Title I Administrator, Chief Financial Officer: The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both school and LEA staff will develop and conduct a special populations review plan that will be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.	Multiple Quarters	4 days at \$1,500/day = \$6,000 external evaluator	The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant programs and the extent to which they are impacting student achievement.  The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will

	An external evaluator will visit the school 4 times throughout the school year to monitor implementation and progress of the SIG grant.			inform any changes for subsequent years of the grant.
Transformation – Redesigned Leadership Structure	Principal: Continue with the current principal, assistant principal and Teacher Leadership Team	Multiple Quarters	\$0	Administrators are evaluated annually by their immediate supervisor. Administrators are evaluated using a modified RISE. At least two long observations are conducted throughout the school year. Artifacts need to be submitted to support various domains. Administrators also set three to five Smart Goals each year that focus on school improvement.
Transformation – Teacher Evaluation System	Principal: Continue with the evaluation system for all teachers.	Multiple Quarters	\$0	Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.
Transformation – Financial Incentives and Leadership Opportunities	Principal: Action Research Projects will provide opportunities for teachers to delve into an area of interest, do research, and apply in their classrooms. In order to receive a stipend for such work, teachers must conduct the project and lead a presentation to staff on their work, thus developing teacher-leadership capacity and ownership in the improvement process. This will be introduced to staff in the spring of 2018.	Multiple Quarters	\$7,000 teacher stipends for action research projects	Action research projects will be available for all staff, through google docs or video. Implementation data will be collected through classroom observations.
Transformation – Financial Incentives and Leadership Opportunities	Action Research Coordinator: Teachers will have opportunities to develop and conduct their own Action Research project. These projects will be meet a need identified by teachers, and are intended to motivate teachers, enhance classroom instruction, and empower teachers as professionals.	Multiple Quarters	\$1000 stipend	Action research projects will be available for all staff, through google docs or video. Implementation data will be collected through classroom observations.

Transformation – Increased Learning Time	Principal, Teacher Leadership Team, Teachers: SMS will offer before school tutoring and summer intervention programming for students. All students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.	Multiple Quarters	\$10,000 before school stipend and benefits \$5,000 before school transportation \$5,400 summer school stipends and benefits \$5,000 summer school transportation	Students will be assessed at the start of the program and again at the end to identify growth. Use of the Makerspace lab will be tracked for information on scheduling and utilizing in the next school year.
Transformation – Financial Incentives and Leadership Opportunities	Principal: The STEM Implementation Team will continue to meet monthly to ensure systems for communication, decision making, and data analysis are in place in order for the school to apply to become a STEM certified school before the end of this grant. The STEM Facilitator leads the research and development of curriculum, instruction, assessment, activities, and products related to STEM. The STEM Facilitator works collaboratively with middle school teachers to provide integrated, engaging, and meaningful hands-on STEM oriented instruction through inquiry and project-based learning methods.	Multiple Quarters	STEM Facilitator \$5000	Meeting agendas and minutes will document the content and discussions of all meetings held with the STEM Implementation Team. The SMS STEM Strategic Plan will be followed and reviewed yearly by the STEM Facilitator.
Transformation – Developing Teacher Effectiveness	Principal: A math coach will be hired to support teachers through in-class modeling, providing non-evaluative feedback to teachers, collect instructional data and resources for teachers, and lead PD.  An ELA coach will be hired to support teachers through in-class modeling, providing non-evaluative feedback to teachers, collect instructional data and resources for teachers, and lead PD.	Multiple Quarters	ELA coach \$63,000 Math Coach \$70,767	A 6-week coaching model will be adopted by both coaches to ensure non-evaluative feedback is provided to all ELA and math teachers throughout the year. Modeling lesson plans and resources will be housed in Google Docs. Student data in ELA and math will be tracked and used to evaluate the effectiveness of the instructional coaches.
Transformation – Financial Incentives	Principal: The data facilitator will build capacity at the school level by training teachers to serve as catalysts in understanding and using data. The Data Facilitator will	Multiple Quarters	Data facilitator \$10,000	Meeting agendas and minutes will document the content and discussions of all data meetings held with staff. The Data facilitator



and Leadership Opportunities	be responsible for analyzing data and working with the school administration and teachers in understanding assessment data in order to generate effective responses to the school and students' needs.			will also log all data reports and provide data to teachers frequently to drive instruction. success of student interventions (as evident by student growth data) will be inspected to determine overall impact of student data meetings. Reports including the special populations data review will also be provided.
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility	Principal: Equitable Education Solutions will provide a subscription to online professional development modules focused on high leverage instructional strategies and leadership development.	Multiple Quarters	K12Boost \$12,500 subscription	Online subscription to K12boost resources including online professional development modules for teachers and leaders, non-evaluative walk-throughs (NEWTS) and digital data wall. Documentation will be logged inside of the professional development module that are available through the website. EES will provide the leaders with access to monitor teacher work. Each staff member will select an area for professional growth and the leaders will track competency scores that have been linked to that area.
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility	Principal: The educators (teachers and leaders) will receive training in best practices for STEM certification from EES consultants during the school day, after school and during the summer. EES consultants will continue support with developing a guaranteed and viable curriculum. EES will provide training to the new instructional coaches to build capacity. EES will provide non-evaluative walkthroughs and follow up with professional develop from data from the walkthroughs. All staff will receive training guided in STEM best practices to ensure STEM certification within the time period of this grant.	Multiple Quarters	25 days at \$1,750/day): \$43,750	Agendas from the training will include norms, minutes, and objectives. The STEM strategic plan will be reviewed annually and updated. The coaching model for SMS will be developed along with training presentations and agendas.
Transformation – Financial Incentives	Principal: A Robotics Coach will be hired to lead our first Robotics Club at Southside Middle School. The school	Multiple Quarters	Robotics Coach \$1733 stipend	Student before and after school learning sessions will be tracked. Competition in Robotics events will also be tracked. The

and Leadership Opportunities	received a VEX Robotics grant to purchase the equipment for our students to compete.			Robotics Coach will also provide training to teachers on strategies they can use in their classroom.
Extended Learning Time for Staff	Principal, Math and ELA Coaches, & Data Facilitator: Stipends for teachers for before/after school and summer professional learning. Stipends for professional development aligned the STEM certification rubric provided by the IDOE. The professional development will consist of best practices of STEM certified schools that have a proven track record of increasing student achievement.	Multiple Quarters	Stipends/sub pay for job-embedded professional development \$20,000	Completed evaluation documents and professional growth plans for each teacher. Summative educator evaluation ratings will also be used to compare year by year analysis to increase the number of highly effective educators at the school. We will also compare the observation scores for each competency to see whether they have demonstrated growth between last year and this year, as well as first semester to second semester. This will help us gauge whether the feedback is being utilized to improve the instructional practices in our classrooms.

**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

**Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.**

Our outcome artifact will center on the idea of creating **STEM interdisciplinary units** within our building. The STEM interdisciplinary units will use methods of inquiry and investigations to guide student learning. Teachers for all grade levels and subject areas will develop the units together. During the planning year of the grant, ELA and math teachers worked on identify priority standards, proficiency scales and tiered assessments. The STEM interdisciplinary units will include the priority standards which will have our teachers working together to reinforce these essential skills in all classrooms. The units will also include 21<sup>st</sup> Century skills, the state’s employability skills and the math, science and engineering process standards.



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Our submission to IDOE will be three sample STEM interdisciplinary units of study, in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. The submission will include summary data of learning outcomes to support the process we go through so other schools can see the positive learning outcomes we are getting from this approach. We believe this report can help other building like us create a more holistic learning environment where content is interwoven throughout the day rather than taught in isolation.

**Part 8: Budget SY 18-19**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.